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A study of the attitudes of junior high school teachers toward certain phases of their work.

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A STUDY OF THE
ATTITUDES OF JUNIOR HIGH SCHOOL TEACHERS
TOWARD CERTAIN PHASES OF THEIR WORK

LEONARD - 1954

A STUDY OF THE ATTITUDES OF
JUNIOR HIGH SCHOOL TEACHERS TOWARD CERTAIN
PHASES OF THEIR WORK

by

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A problem submitted in partial fulfillment
of the requirements for the Master of
Science Degree

UNIVERSITY OF MASSACHUSETTS

1954

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CHAPTER I

INTRODUCTION TO STUDY

CHAPTER I

INTRODUCTION

Need for High Staff Morale -- Napoleon has said that an army marches on its stomach. However true this may be, an army fights on its spirit, its "esprit de corps". The record of the United States Marine Corps testifies to that. They have time and again achieved brilliant victories, sometimes despite lack of basic materials necessary for modern warfare. The same rule applies to teaching. It is not always the well-equipped modern school, but sometimes the under-staffed, antiquated school, that delivers the best end-product in education. What is the difference? The author believes that a great deal of the difference lies in the "esprit de corps" of the teachers. A cheerful, willing teacher can accomplish wonders in educating youth, and his personality becomes an infectious influence in the classroom. The attitude of the teacher toward his work is more or less obvious to his students and definitely affects their attitude toward the school. It is not uncommon to hear a person manifest a definite dislike for a particular school subject because he once had a teacher of that subject whom he disliked. Barring inevitable personality contrasts, perhaps we can do something to make more teachers liked by more students. A willing, cheerful teacher will have a host of followers and will have a more stimulating effect on the teaching-learning situation. To find the causes that seem most often to contribute to the making or breaking of the

teacher's spirit is the general aim of this paper. If teachers and administrators realize the areas where work is needed to improve attitudes, it is to be hoped that work in improving conditions in that area will be forthcoming.

Other Studies -- Much work has already been done investigating the general field of teacher attitudes. Only those that are closely relevant to this problem will be mentioned here. In 1925, Ervin Lewis published a book on the personal problems of teachers.¹ However, his chief interest lay in the reasons why teachers left the profession. He was concerned with the superintendent's handling of teachers. In his book he mentions work done previous to that period on the causes of teacher failures. There is little doubt that improvement of attitudes might have stemmed the turnover procession. Littler, in 1916, showed by his study that poor discipline caused three-fourths of the failures in teaching.² Our concept of discipline has changed greatly today, but it is still an important factor in teacher turnover. Buell'sfield, in his 1916 study, had a longer list of causes:³ weak discipline, poor judgment, deficient scholarship, poor methods, and poor preparation. It is to be hoped that the last three causes have virtually disappeared today because of superior preparation of teachers. Moses, in

(1) Lewis, Ervin, The Personal Problems of the Teaching Staff, pp. 18-25.

(2) *ibid.*, p. 308.

(3) *ibid.*, p. 306.

a 1916 study,⁴ had a different list, one which bears more directly on this paper. Poor instruction, weak personality, lack of sympathy and tact, and lack of interest are the causes he gives. An uninterested teacher cannot be very inspiring. Improved teacher attitudes should include a deeper interest in the profession.

Salvatore DiMichael, in 1944, did a study on the effects of a course in mental hygiene on teacher attitudes.⁵ He found that attitudes of teachers improved after the course. In his study DiMichael lists the studies that have been completed on teacher attitudes toward problem children. The best known, and forerunner, of these studies was completed by Wickman in 1929.⁶ He pointed out that teachers were more concerned with problem children who were class-disturbers than with children with less aggressive, but equally serious, personality maladjustments. Follow-up studies were made by Boynton and McGaw, McClure, Peck, Thompson, and by Wickman himself in 1940.⁷

(4) Lewis, *ibid.*, p. 305.

(5) DiMichael, Salvatore "Comparative Changes in Teachers' Attitudes, Resulting from Courses in Mental Hygiene" Journal of Educational Research, Vol. XXXVII, (May 1944) pp. 656-659.

(6) Wickman, Children's Behavior and Teachers' Attitudes, New York: Commonwealth Fund, Division of Publication, 1948, p. 89.

(7) DiMichael, *op. cit.* pp. 656-657.

Boynton and McGaw claimed that the least emphasis was being given to the most important aberrations. McClure said that teachers were able to detect anti-social attitudes more rapidly than unsocial ones. (In 1940, Wickman, in a follow-up of his own study, found that teachers and mental hygienists were closer to agreement than in 1929.) This, no doubt, is due to the present emphasis on child-centered education. Thompson, in 1941, concluded that every person who was engaged in the supervision of children should have a course in mental hygiene.

Closer to the subject of this paper is the study by Blair in 1946, in which he found by Rorschach tests that large scale maladjustments existed among teachers, more so among experienced teachers than among inexperienced teachers.⁸ This situation is just the reverse of what it should be. Kurtz and Swenson, in 1951, compared the attitudes of teachers, parents, and students on the subject of student achievement, and found, among other things, that teachers were more interested in pupil ability in ranking achievement than were the parents, or the students themselves.⁹ This, the writer believes, is evidence of good teacher attitudes. Chase,¹⁰ in a 1951 study

(8) Blair, Glenn "Personality Adjustment of Teachers" Journal of Educational Research, Vol. XXXIX, (May 1944). pp. 652-657.

(9) Kurtz-Swenson "Student, Parent, and Teacher Attitude Toward Pupil Achievement in School" School Review, Vol. LIX, (May 1951) pp. 273-279.

(10) Chase, "Factors For Satisfaction in Teaching" Phi Delta Kappa, Vol. XXXIII, (Nov. 1951) pp. 127-132.

of teacher satisfaction factors, listed the following as necessary for teacher satisfaction: the improvement of working conditions, the improvement of salaries, the improvement of professional status, and an increase in community recognition. All these are very important items and directly affect teacher attitudes, but there are also many "little" things that affect them as well. Finally Wandt,¹¹ in 1952, places teacher attitudes in three divisions: attitudes toward administration, attitudes toward parents and fellow workers, and attitudes toward pupils.

The study attempted here is primarily concerned with teachers' attitudes toward certain phases of their work. However, it also includes some topics dealing with administration, pupils, and the community, since they affect teachers' attitudes quite strongly at times.

(11) Wandt, E. "Investigations of Personal and Social Characteristics of Teachers" Journal of Teacher Education. Vol. III, (September, 1952) pp. 228-231.

CHAPTER II

PURPOSE AND PROCEDURE OF THE STUDY

CHAPTER II

PURPOSE AND PROCEDURE OF THE STUDY

The Problem -- It was the intention of this study to determine what the attitudes of junior high school teachers are to certain phases of their work, and what the implications are for improving these attitudes where necessary, thereby improving the teaching-learning situation. It was the particular purpose of this study to point out, to administrators and teachers alike, areas of widespread dissatisfaction so that constructive measures could be taken.

Subjects -- The subjects chosen for this study were two hundred and eighty teachers from fifteen representative junior high schools in Massachusetts, who were divided into four groups according to their sex and years of experience. The teachers were divided into experience groups as follows: one year, two to five years, six to ten years, and over ten years. The writer felt that those respective years marked stages in a teacher's professional growth. Replies to the check lists seem to substantiate this belief.

Procedure - The Checklist -- An exhaustive list of items which most commonly affect junior high school teachers' attitudes was formulated in checklist form. Items were selected from psychology and educational texts and periodicals, from teachers' suggestions, and from the writer's personal experience in junior high school teaching. Teachers were asked to rate each item on the basis of their attitude towards it according to the following instructions. They were to place a

check in column I if the item was something that they liked to do, and found satisfying and rewarding. They were to check in column II if the item was something they were indifferent to or had no feeling for one way or the other. They were asked to check in column III if the item was something that was sometimes bothersome, burdensome, or annoying to them. In addition to this they were asked to place a large "S" before the item that they found most satisfying and a large "U" before the item that was most unsatisfactory. On page one of the checklist they were asked to write the name of their town in order that the percentage of returns in each category might be determined. They were also asked to check "male" or "female", and their experience group, in order to classify results.

Distribution of the Checklist -- One hundred and thirteen junior high schools in Massachusetts were divided into five groups according to the number of teachers in the school. Schools with one to ten teachers were placed in Group I, those with eleven to twenty teachers in Group II, those with twenty-one to thirty teachers in Group III, those with thirty-one to forty teachers in Group IV and those with forty to fifty teachers in Group V. In this way, substantially all of the junior high school teachers in Massachusetts were represented. A frequency chart was made to determine the percentage of schools in each group. Then fifteen junior high schools were selected from the five groups in the same proportion, so that Group I

contained five schools, Group II contained four schools, Group III contained three schools, Group IV contained two schools, and Group V contained only one school. In this way a representative sample of the junior high school teachers in the State was reached.

Four principals were interviewed personally and asked to distribute the checklists. Packages containing a checklist for each teacher in the school were sent to the other eleven principals with a letter requesting that they distribute the checklists to their teachers. This was done so that proper permission would be obtained before contacting the teachers. An individual, self-addressed, stamped envelope was included with each checklist in order to keep the replies confidential. Follow-up letters were sent to each principal a few weeks after the original letter.

CHAPTER III

ANALYSIS OF CHECKLIST RESPONSES

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ANALYSIS OF CHECKLIST RESPONSES

Percentage of Replies -- Two hundred and eighty checklists were distributed to fifteen junior high schools divided into five groups according to the number of teachers in each school. Checklists were sent to twenty-one teachers in five schools with less than ten teachers, to sixty teachers in four schools having eleven to twenty teachers, to seventy-eight teachers in three schools with twenty-one to thirty teachers, to seventy-three teachers in schools with thirty-one to forty teachers, and forty-eight teachers in one school in the forty-one to fifty teachers group. Table I shows the percentage of reply from each group. Eighty-six percent of the teachers returned checklists in Group I, thirty-five per-

TABLE I
PERCENTAGE OF REPLY

No. Teachers in the School	Group	No. Sent	Percentage of Reply
1-10	I	21	86%
11-20	II	60	35%
21-30	III	78	49%
31-40	IV	73	46%
41-50	V	48	50%

cent in Group II, forty-nine percent in Group III, forty-six percent in Group IV, and fifty percent in Group V. The total

percentage of reply from all schools was forty-nine percent. The percentage of reply is not large enough to draw positive conclusions, but the writer feels that it is sufficient to be of value as an index to junior high school teachers attitudes in general, and as a tentative suggestion of areas of satisfaction and dissatisfaction.

Classification of Replies -- Of the one hundred and thirty-six teachers who returned the checklists, forty-six percent were men teachers and fifty-four percent were women teachers, a fairly even division. Table II shows the percentage of those in each experience group who replied. The largest number, sixty-four percent, had over ten years of experience.

TABLE II
EXPERIENCE OF SUBJECTS

Yrs. Experience	No. Teachers	Percentage of Teachers
1	3	3%
2-5	29	21%
6-10	16	12%
over 10	37	64%
	<u>136</u>	<u>100%</u>

Twelve percent had from six to ten years of experience, twenty-one percent had from two to five years of experience, and only three percent were engaged in their first year of teaching.

In very few instances did the size of the school seem to affect the attitude of the teachers. Where it did occur it is mentioned in the discussion of the affected item.

More variation seemed to come from different experience groups, so the responses are separated on that basis in the charts in this chapter. They are further subdivided into "male" and "female" responses, since the attitudes are affected somewhat on many items by this classification.

For purposes of discussion the forty-two items on the check list were divided into six separate parts, those dealing with routine duties, with non-teaching supervisory duties, with teaching load, with income, with providing for growth and development, and with other influences and considerations.

Reporting Findings -- Summaries at the end of each part of this chapter are divided into three sections. Findings that indicate a greater number of teachers find the item satisfying are reported in Section I. Findings that indicate widespread dissatisfaction are reported in Section II of the summaries at the end of each part. Findings that are inconclusive because of the large number of "indifferent" replies, or because of near-even "S" - "U" responses are placed in Section III. It should be noted here that there were no items in this classification that did not also have a high percentage deriving satisfaction or dissatisfaction from the item. Only one item had a majority of "indifferent"

responses, but in the findings reported in Section I of the summaries are those which had a larger number of "indifferent" responses than either of the other two.

PART ONE - ROUTINE DUTIES

Introduction -- In any study to determine the deterrents to good morale among junior high school teachers, routine duties cannot be overlooked. Sometimes it is the daily "little things" that can make a teacher's professional life unhappy. Since this study is being made in an attempt to discover the things that make teachers dissatisfied, so that steps can be made to improve the situation, it is necessary to consider first some of the routine matters that fall to a teacher's lot.

Lesson planning should consume a fair amount of a teacher's time daily, so that item has been placed first on the list. Correcting papers also accounts for a great deal of after-hours work. The other five items in the first part are duties which fall to most junior high school teachers regularly, and therefore play a part in forming the teacher's attitude towards his job. The procedure in developing the checklist was to exhaust, as much as possible, the list of teachers' duties in the hope that areas of dissatisfaction would be unearthed so that the causes could be removed.

The real test of morale for the individual teacher will be found in dealing with the large "S" and "U" part of the

checklist. The purpose of the tables and paragraphs following is to report what junior high school teachers as a group like and dislike doing. A summary of findings on Routine Duties is shown in Table III.

(1) Lesson Plans -- As shown in Table III, a large number of teachers derive satisfaction from item one on the checklist, making out lesson plans. Of the 135 teachers who checked that item, 47% derived satisfaction from lesson planning and 25% did not like to do them. Twenty-eight percent were indifferent in attitude. Proportionately more women teachers liked to do them than men teachers do. Those with less experience were more apt to check "indifferent" while those with over ten years of experience definitely enjoyed the work.

(2) Correcting Papers -- The response to item two, on correcting of papers, indicated that it was pretty much a matter of individual preference. Of the 131 teachers who checked the item, 47% derived satisfaction from the work and 38% disliked it. Only a few, 18% were indifferent in attitude. Of those answering, more women teachers found correcting papers a chore than did men teachers. Women teachers from smaller schools, those with less than twenty teachers, found the work more burdensome. This is understandable since most teachers in the smaller schools carry a larger, more varied, teaching load than teachers in the larger schools, many of

TABLE III
ROUTINE DUTIES

Item		EXPERIENCE								TOTALS		
		1 Yr.		2-5 Yrs.		6-10 Yrs.		Over 10 Yrs.		TOTALS		ALL
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
1. Lesson Planning	S	0	0	8	3	3	0	10	34	27	37	64 S
	I	0	0	9	5	4	4	6	10	19	19	38 I
	U	1	0	6	0	2	1	8	15	17	16	33 U
2. Correcting Papers	S	0	1	5	3	4	2	16	27	25	33	58 S
	I	1	0	6	1	2	2	7	5	16	8	24 I
	U	0	2	7	4	3	1	6	26	18	31	49 U
3. Averaging Marks	S	2	0	4	4	2	4	16	23	24	29	53 S
	I	0	1	10	3	5	3	8	9	23	15	38 I
	U	1	0	4	1	2	0	5	28	12	30	42 U
4. Making Out Report Cards	S	2	0	3	4	3	2	13	16	21	22	43 S
	I	1	0	13	3	3	3	11	12	28	18	46 I
	U	0	2	2	0	3	0	4	25	9	27	36 U
5. Keeping Register	S	0	0	4	4	1	2	11	17	16	23	39 S
	I	3	1	7	1	2	1	11	20	23	23	46 I
	U	0	0	5	0	5	0	7	11	17	11	28 U
6. Making Collections	S	1	0	1	0	1	0	2	11	5	11	16 S
	I	0	0	7	1	1	0	10	15	18	16	34 I
	U	2	1	9	6	6	1	16	29	33	37	70 U
7. Writing Permission Slips	S	0	0	3	0	2	0	0	6	5	6	11 S
	I	1	0	7	7	3	1	18	29	29	37	66 I
	U	2	1	4	5	4	2	11	23	21	31	52 U
8. Controlling Room Temp.	S	1	1	9	1	2	1	16	21	28	24	52 S
	I	3	0	6	6	6	4	10	26	25	36	61 I
	U	0	0	3	1	1	0	3	5	7	6	13 U
9. Controlling Lighting	S	1	1	12	3	3	2	18	22	34	28	62 S
	I	2	0	6	5	5	3	11	27	24	35	59 I
	U	0	0	1	1	1	0	1	5	3	6	9 U
10. Controlling Ventilation	S	1	1	12	2	3	1	17	23	33	27	60 S
	I	2	0	6	5	4	4	10	23	22	32	54 I
	U	0	0	1	1	2	0	3	6	6	7	13 U

Key

S = Satisfying
I = Indifferent
U = Unsatisfactory, Burdensome
* = Indicates largest number

whom teach only one subject. This may also be the reason why teachers from larger schools find lesson planning more satisfactory. Even the most enjoyable work becomes burdensome when there is too much of it. In the words of one of the junior high school teachers, "recommend a 48 hour day". Men teachers' responses were more evenly divided among the three choices than were the women teachers' responses. Forty-two percent of the men teachers found correcting papers satisfying, 27% were indifferent and 31% disliked it. Only 11% of the women teachers were indifferent to the work. Forty-six percent checked "satisfying" and 43% answered "sometimes burdensome." The numbers are almost evenly divided, which shows that, under certain circumstances, correcting papers can be a real source of dissatisfaction to a large number of women teachers. The teachers with fewer years of experience were more indifferent to or dissatisfied with correcting papers than were the teachers with over ten years of experience.

(3) Averaging Marks -- A greater number found averaging marks, item 3, a satisfying procedure than otherwise. Forty percent checked "satisfying", 29% checked "indifferent" and 31% checked "sometimes burdensome" of the 133 answering. Men teachers in the two to ten years of experience group checked "indifferent", but men teachers with over ten years of experience seemed to enjoy the work. Women teachers, on the other hand, who had from two to five years of experience, found the

the job enjoyable, while women teachers with over ten years of experience disliked the work. Men apparently grow to enjoy the procedure of averaging marks, while women teachers find it developing from a pleasant task to a burden through the years.

(4) Making Out Report Cards -- Most of the teachers checked "indifferent" to item 4, making out report cards. Of the 125 teachers who checked the item, 34% derived satisfaction from the job, 37% were indifferent to it, and 29% disliked it. More men teachers were indifferent to the activity, and more women teachers disliked it than otherwise. Of the few teachers with only one year of experience, most of the men enjoyed making report cards and most of the women teachers disliked it. In the two to five years of experience group, most of the men were indifferent to the work and all of the women enjoyed it. This position was reversed with the teachers who had from six to ten years of experience. Of those who answered who had over ten years of experience, most of the men enjoyed making out report cards and most of the women teachers disliked it. Once again, the men seem to grow to enjoy the routine duty of making out report cards and the women teachers find their initial enthusiasm waning the longer they teach.

(5) Keeping Attendance Register -- One hundred and thirteen teachers checked item 5 on the keeping of an attendance register. Many teachers do not have to do this. The

largest number, 41% were indifferent in attitude, while 35% enjoyed it and 24% disliked it. Years of experience make little difference in response to this item. More women teachers found the work satisfying than men teachers did.

Keeping a register does not seem to be either a joy or a burden to most junior high school teachers and is therefore not an important item in building or destroying morale.

(6) Making Collections -- Making collections, on the other hand, seems to be a thorn in the teacher's side. Of the 124 teachers who checked item 6, 56% disliked the assignment and only 13% enjoyed it. Thirty-one percent of the teachers were neutral in reaction. The majority of teachers in all experience groups, both male and female, find the job distasteful. This fact appears more significant when it is noted that there are few items so universally disliked. There is little variation either, because of the size of the school. Teachers are obviously annoyed with the many collecting duties thrust upon them.

(7) Permission Slips -- Of the 129 teachers who checked item 7, 51% were indifferent in attitude to making out permission slips. Forty percent, however, found it burdensome and only 9% of the teachers enjoyed it. Both men and women teachers in the two to ten years of experience groups checked mostly "indifferent", while in the one year and the over ten year groups both men and women teachers found the chore bur-

densome. Writing permission slips is apparently only a necessary evil at best.

ENVIRONMENTAL CONTROL

(8) Room Temperature -- As might be expected, the larger number of junior high school teachers were indifferent in attitude toward the necessity of regulating classroom temperature. In the larger schools, which contain the majority of junior high school teachers, heating is usually no problem. Forty-eight percent of the 126 answering this item were indifferent. A large percentage, 41% enjoyed regulating it, and only 10% found heat control a cause of dissatisfaction. Size of the school did not seem to make any appreciable difference in the response, except that in the smaller schools, where this item would be more apt to be a problem, there were proportionately a few more teachers who found regulating temperature bothersome.

(9) Lighting -- More teachers derived satisfaction from light-controlling responsibilities than otherwise, 48% of the 130 answering. Only 7% found it a cause of dissatisfaction. The other 45% were indifferent. The fact that more teachers checked this item than the other two items on environmental factors seems to indicate what is probably the case, that teachers have more direct control over lighting than they do over heating and ventilation. More men teachers derived satisfaction from the item than women teachers did, possibly because of the mechanical nature of the task.

(10) Ventilation -- Responses to item 10 are similar to those of item 9. Forty-seven percent of the 127 teachers answering derived satisfaction from attending to ventilation control. Only 10% found it annoying. Again, men teachers seemed to enjoy it more than women teachers.

In general, more men teachers derive satisfaction from controlling environmental factors, and more women teachers are indifferent. Few of either find it bothersome.

SUMMARY - PART I

ROUTINE DUTIES

I. Satisfying Items

- 1 - Lesson planning
- 8 - Controlling room temperature
- 9 - Controlling room lighting
- 10 - Controlling ventilation

II. Burdensome or Dissatisfying Items

- 6 - Making collections
- 7 - Writing permission slips

III. Indeterminate Items

- 2 - Correcting papers
- 3 - Averaging marks
- 4 - Making out report cards
- 5 - Keeping a register

PART II - NON-TEACHING, SUPERVISORY DUTIES

Many duties are assigned to junior high school teachers other than classroom instruction and management. Because of the type of program that most junior high schools offer, certain supervisory duties must be delegated to the individual teachers. Among them are corridor supervision, lunchroom supervision, recess and detention duties, and the sponsoring of

assemblies and socials. Child psychology tells us that the junior high school age is the "awkward age". The children are in various stages of change which require individual counsel and attention more than in any other of the children's school years. Supervising group activity can be an exhausting task for the junior high school teacher, one that requires infinite tact and patience. For this reason, the writer feels that these supervisory duties might be a cause of dissatisfaction to the teacher. Table IV showing responses to questions eleven to fifteen on the checklist concerning non-teaching, supervisory duties, seems to substantiate this supposition.

Corridor Supervision -- It will be seen on Table IV that a larger number of teachers are indifferent to, or dislike corridor duty, item 11 on the checklist, than like it. Only 13% derive satisfaction from performing corridor duty. 53%, or 65 teachers, checked "indifferent", and 34%, or 41 teachers, checked "burdensome", of the 122 teachers who answered the question. 34% of the teachers is too large a minority to be ignored. The larger number of men and women teachers in all experience groups marked "indifferent" with the exception of the men teachers with a year of experience and the women teachers with 6-10 years of experience. More teachers disliked the duty in these groups. Checking the original questionnaire shows little significant difference in response because of the

TABLE IV
NON-TEACHING, SUPERVISORY DUTIES

Item		EXPERIENCE								TOTALS		
		1 Yr.		2-5 Yrs.		6-10 Yrs.		Over 10 Yrs.		TOTALS		ALL
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
11.	S	1		2		1		5	7	9	7	16 S
Corridor	I	1		9	8	6	2	16	23	32	33	65 I
Duty	U	2		5	1	1	1	5	26	13	28	41 U
12.	S	1	1	2				5	7	8	8	16 S
Recess	I			10	3	5	1	12	14	27	18	45 I
Duty	U	2		5	4	2	2	10	22	19	28	47 U
13.	S			2	1			4	6	6	7	13 S
Lunchroom	I	2	1	11	1	5	1	12	10	30	13	43 I
Duty	U	1		4	5	2	2	8	23	15	30	45 U
14.	S			2					6	2	6	8 S
Detention	I			10	3	3		14	13	27	16	43 I
Duty	U	3		5	3	4	3	14	31	26	37	63 U
15.	S	1		10	7	2	1	8	19	21	27	48 S
Socials,	I			5	2	4	2	9	12	18	16	34 I
Assemblies	U	2	1	2	1	3	2	12	20	19	24	43 U

Key

S	=Satisfying
I	=Indifferent
U	=Unsatisfactory, Burdensome
*	=Indicates largest number

It should be noted here that, except in the case of assemblies and socials, the word "supervisory" is to be interpreted according to the older idea of restraint of anti-social activity, rather than according to the broader modern concept of coordination of creative activity.

size of the school, except that a large number, 55% of the women teachers in schools with 30-40 teachers dislike corridor duty.

Recess Duty -- Only 108 teachers checked item 12 on recess duty. Some wrote on the check list that they did not have this duty. Perhaps that is the reason for some of the other teachers. disliking the job. They may feel that the burden should be shared by more teachers. The difference between the number disliking recess duty and those indifferent to the task of keeping the peace is small, 47 to 45. This is because more of the men teachers, 50% of them, were indifferent in reaction while the majority of the women teachers, 52% of them, disliked the job. When the two are totalled together they almost neutralize the results. However, only 15% of both men and women teachers got any satisfaction from supervising this playtime. Experience groups show little important variation, as will be seen by consulting Table IV. More men teachers checked "dislike" with the exception of the one year experience group where more men teachers were dissatisfied and the one woman teacher in the group enjoyed the work. In general, most of the men were indifferent to recess duty, but twice as many men disliked it as liked it. Most of the women teachers disliked detention duty. A small number placed a large "U" before this item, one man and two women teachers.

It seems obvious from these findings that an administrator would do well to assign recess duty to men teachers and assign other types of duties to the women teachers.

Lunchroom Duty -- Responses to item 13 concerning lunchroom supervision are similar to the results from item 12. A few more disliked the duty than were indifferent to it, but very few liked the job. The majority of the men, 59%, or 80 teachers, checked "indifferent", and the majority of the women, 60%, or 30 teachers, checked "dislike". Only 13% of both men and women teachers liked the work. A few teachers, one man and two women, placed a large "U" before this item, indicating that they derived the least amount of satisfaction from it.

A study of the original checklists shows that 50% of the men in schools with 30-40 teachers dislike the task. There is no significant difference because of the size of the schools.

Detention Duty -- By referring to Table IV we can see that detention duty, item 14, is an especially unpopular one. Of the 114 who checked the item only 7%, or 8 teachers found any satisfaction in it, while the majority, 55% or 63 teachers, disliked it. Of these, the women teachers disliked it more than the men teachers. 63% of the women teachers answering disliked detention duty, while almost an equal number of men checked "indifferent" as checked "dislike". This shows that men do not find detention duty as much of a burden as women teachers do. However, only 2% of the men actually enjoyed the

duty, while 10% of the women did. In the one year of experience groups all the men teachers found detention duty a burden. In the 6-10 year group, one more male teacher disliked the duty than was indifferent to it. In the other two groups findings were the same as the totals, with the men's responses fairly well divided between "sometimes burdensome" and "indifferent", except in the 2-5 year group where 59% of the men were indifferent and only 29% found detention duty a chore. Men seem to grow accustomed to accepting detention duty with less dissatisfaction as the years go by, but the women teachers definitely do not. Two men and three women teachers placed a large "U" before this item, indicating that it was a most unsatisfactory item.

Supervising Assemblies and Socials -- Supervising assemblies and socials, item 15 on the checklist, seems to be a much more popular activity than other non-teaching, supervisory duties. Possible this duty is more closely related to their real work of teaching, especially in preparing and presenting assemblies. A successful assembly program can be far more satisfying than classroom teaching at times, and certainly more so than keeping students after school, a poor arrangement at best. The greater number of teachers, 48, or 38%, derived enjoyment from supervising these activities. There were 34% who did not like the work and the other 18% were indifferent to it. Both men and women teachers' responses were

the same in this respect. It is interesting to note, however, that after the first year of experience in which both men and women teachers answering found the work burdensome, greater number of both male and female teachers derived enjoyment from sponsoring assemblies and socials. This interest wanes after the fifth year of experience and the activity turns into a burden after 10 years of experience. Assembly and socials work is annoying to a slightly larger number of men and women teachers than it provides satisfaction to after ten years. A study of the checklists, arranged according to the size of the school, shows some interesting results. In the small schools with less than ten teachers supervising assemblies and socials is an unpopular chore with women teachers but a popular job among men teachers. In schools with 11-30 teachers, it becomes a satisfying project for women. In schools with 31-40 teachers, reaction among women teachers becomes more indifferent and changes to dislike in the largest school. Men teachers found the job satisfying regardless of the size of the school except in schools with 11-20 teachers where they found the job dissatisfying.

In general, it seems that teachers are very definite in their reactions toward sponsoring assemblies and socials. Few checked "indifferent". A wise administrator will try to have teachers who enjoy it supervising socials and assemblies rather than those who do not.

SUMMARY - PART II

NON-TEACHING, SUPERVISORY DUTIES

I. Satisfying Items

(none)

II. Burdensome or Dissatisfying Items

- 11 - Supervising corridors
- 12 - Supervising recess periods
- 13 - Supervising lunchroom
- 14 - Supervising detention periods

III. Indeterminate Items

- 15 - Supervising socials, assemblies, and similar activities

PART III - TEACHING LOAD

One of the more important items to be considered when searching for causes of job unhappiness is the principal work required of a teacher in the school day, the teaching load. Despite whatever other duties and responsibilities are assigned to a teacher, he is primarily hired to teach. Therefore, it becomes necessary in a study of this nature to find out what the reaction is among junior high teachers to the number and variety of subjects that they have to teach, and to the extra-curricular activities that they must sponsor. Results of this part of the study are found in Table V on the following page.

Teaching One Subject -- Responses to question 16, as shown in Table V, show that a very great majority of junior high school teachers found satisfaction in teaching only one subject. Of the 124 teachers who checked this item, a full

TABLE V
ATTITUDE TOWARD TEACHING LOAD

		EXPERIENCE								TOTALS			
Item		1 Yr.		2-5 Yrs.		6-10 Yrs.		Over 10 Yrs.		TOTALS		ALL	
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.		
16. Teach-	S	0	0	15	4	8	3	26	51	49	58	107	S
ing One Sub-	I	2	0	2	1	2	1	5	0	11	2	13	I
ject.	U	0	1	0	0	1	0	0	2	1	3	4	U
17. Teach-	S	2	1	9	4	3	1	8	13	22	19	41	S
ing Several	I	0	0	8	1	0	3	8	5	16	9	25	I
Subjects	U	1	0	2	0	7	0	10	19	20	19	39	U
18. Serving	S	1	0	8	0	7	1	11	22	27	23	50	S
On Curricu-	I	0	1	6	3	3	2	11	15	20	21	41	I
lum Comm.	U	2	0	3	1	1	2	5	13	11	16	27	U
19. Working	S	3	1	15	6	8	6	24	33	50	46	96	S
Hrs. in a	I	0	0	3	0	0	1	8	9	11	10	21	I
School Day	U	0	0	2	2	1	0	1	10	4	12	16	U
20. Spon-	S	1	0	8	4	4	3	12	22	25	29	54	S
soring Cur-	I	1	0	7	0	2	2	10	9	20	11	31	I
ricular Act-	U	1	1	3	3	5	0	7	19	16	23	39	U
ivities dur-													
ing Sch. Day													
21. Spon-	S	1	1	7	6	4	1	10	9	22	17	39	S
soring Extra	I	0	0	6	1	0	3	4	10	10	14	24	I
Curricular	U	2	0	5	2	6	1	15	26	28	29	57	U
After Sch.													
22. On	S	1	0	3	0	2	0	2	1	8	1	9	S
Saturdays	I	0	0	7	1	0	2	4	6	11	9	20	I
	U	2	1	8	6	8	2	21	30	39	39	78	U
23. Re-	S	1	0	10	4	3	1	4	10	18	15	33	S
quiring Tra-	I	0	1	5	2	0	2	8	4	13	9	22	I
vel	U	2	0	2	2	7	1	15	22	26	25	51	U

Key

S = Satisfying
 I = Indifferent
 U = Unsatisfactory, Burdensome
 - = Indicates largest number

85% checked "satisfying", and only 3% checked "unsatisfactory", the remaining 12% being indifferent. Responses were similar in all experience groups among both men and women teachers, and a check of the school size showed no important variation. Furthermore, twenty-one teachers checked this item with a large "S", indicating that it was the item from which they derived the most satisfaction. Only one other item on the questionnaire was checked more frequently as the source of the most satisfaction. It would seem from this evidence that administrators might, where possible, assign only one subject to each teacher when preparing teaching schedules. Of course it is not always possible, especially in the smaller schools, but it is a goal to keep in sight.

Teaching Several Subjects -- One would expect from responses to item 16, that teachers would find teaching several subjects a cause for dissatisfaction. This is not entirely the case. As shown in Table V, a few more found satisfaction in teaching several subjects than found it burdensome. It appears to be more of an individual question among both men and women teachers. In the 2 to 5 year experience group more men and women teachers found satisfaction in variety, but in the 10 year experience group a larger number of both men and women teachers preferred a single subject assignment than otherwise. Perhaps in their earlier years of teaching, teachers want varied assignments to gather experience, but after ten years they know what subjects they want to teach.

Curriculum Committees -- Responses to item 18 show that a greater number of teachers, 42% of the 118 who checked this item, found satisfaction in serving on curriculum committees. Twenty-two percent found the work burdensome and the other 36% were indifferent to it. Men and women teachers alike tended to favor the item slightly, the men more so than the women. Experience seemed to make little difference, except that among the few answering with only one year of experience, more disliked it than liked it. This may be because the whole business of curriculum planning is rather new and strange to beginning teachers. Checking responses from the original questionnaires showed that teachers in the larger schools derived more enjoyment from aiding in curriculum planning than teachers in the smaller schools did.

Working Hours -- Of the 133 teachers who responded to item 19, 72% of the teachers found the working hours of the school day satisfactory, 12% found them unsatisfactory, and the remaining 16% were indifferent. The large percentage of responses favoring the present working hours seems to indicate that recent proposals for a full eight-hour school day would meet with little enthusiasm from teachers. Men and women teachers alike favored the school hours as they are now, in all experience groups and in all sizes of schools.

Extra-Curricular Activities -- The so-called "extra-curricular" activities are actually becoming more and more a part of the regular curriculum in most schools and it there-

fore falls to most teachers to sponsor these activities. It is assumed that these activities are assigned to teachers according to their interests and abilities, as much as possible, but it was felt that the time when the activity took place might affect the teacher's attitude somewhat. Therefore separate items were made for extra-curricular activities that took place during school time, after school time and on Saturdays, and another item for extra-curricular activities requiring travel. Responses were as follows:

A larger number of teachers seemed to like extra-curricular activities that take place during school hours than otherwise - 41% of the 124 teachers that checked this item. Thirty-one percent found them burdensome and the other 28% were indifferent. The difference between those who liked and disliked the item is not large enough to be really conclusive, but it does give an indication of teachers preferences, especially when considered in the light of responses to the next three items, 20, 21, and 22, as shown in Table V. Experience groups showed no important variations from the total response but a check of the responses according to school size showed that a few more teachers disliked in-school activities than like them, in the school with 10 to 20 teachers. All other school size groups follow the general pattern.

Responses to item 21 on sponsoring extra-curricular activities after school hours were almost the reverse of those for

item 20. There were 48% of the 120 answering who disliked sponsoring extra-curricular activities after school hours, and 33% who derived satisfaction from them. The remaining 19% were indifferent. Responses were similar in all experience groups except the 2 to 5 year group in which more teachers liked that activity time than disliked it. Six teachers checked this as their most unsatisfactory item.

There seems to be little doubt about the reaction of men and women teachers to sponsoring activities on Saturdays. Seventy-three percent of the 107 checking this item marked "dislike". Only 8% liked that time for activities. Nineteen percent were indifferent and some simply wrote that they did not have to, or left the space blank. Experience groups, or school size made no difference on this item either. Apparently most teachers prefer to keep their Saturdays for themselves. Six teachers indicated that this was a most unsatisfactory item by placing a large "U" before it.

There seems to be more of a difference of opinion regarding the sponsorship of activities requiring travel, but there were still enough who disliked it to warrant mention. There were 48% of the 107 teachers who checked the item who did not like travel activities and 31% that did. The others were indifferent. Totals were similar for both men and women teachers. Teachers with 2 to 5 years experience deviated from the general pattern. More of them enjoyed activities requiring travel.

SUMMARY - PART III

TEACHING LOAD

I. Satisfying Items

- 17 - Teaching one subject
- 18 - Serving on curriculum committees
- 19 - Working hours in a school day

II. Burdensome or Dissatisfying Items

- 21 - Supervising extra-curricular activities after school hours
- 22 - Supervising extra-curricular activities on Saturdays
- 23 - Supervising extra-curricular activities requiring travel.

III. Indeterminate Items

- 17 - Teaching several subjects
- 20 - Sponsoring extra-curricular activities during the school day

PART IV - INCOME

When we speak of income from a job or profession we are ordinarily referring to financial income or salary. There is another consideration which may properly be called income as well. It is the psychological income, the joy and satisfaction derived from work, and the public acknowledgment of a job well done. This is as important to the morale of the worker as financial income is. If it were not, people would not resign from good-paying jobs to take employment that pays less money. The items following pertain to both types of income, the first three to financial income, and the second three to psychological income.

Financial Income -- Regardless of how devoted a teacher is to the ideals of the profession and to the education of youth, he still has to provide for himself and his family. Any inconveniences experienced in this direction will necessarily detract from the efficiency of the teacher and might well undermine his morale. Teachers' salaries have been a bone of contention for generations. There are those who say that we are not attracting the best in teaching because of poor salaries. To determine just how much a teacher's salary influences his work, item 24 has been included in the checklist.

A glance at Table VI will show that is definitely an item to be considered in a study of this sort. Of the 130 teachers who responded to this item, 49% disliked their present salary, 38% were satisfied with their income and the other 13% were indifferent. While 11% is not enough difference to use as conclusive evidence, a break down of the figures is more revealing. Forty-nine percent of the women teachers answering liked their present salaries, but the majority of men teachers 59% were dissatisfied with their present pay. Experience groups did not show any important differences from this general trend except that in the ten year experience group the women teachers were almost evenly divided between those liking and disliking their present salary. In the smaller schools, those with less than ten teachers, more women

TABLE VI

ATTITUDE TOWARD FINANCIAL AND PSYCHIC INCOME

Item		EXPERIENCE								TOTALS		
		1 Yr.		2-5 Yrs.		5-10 Yrs.		Over 10 Yrs.		TOTAL		ALL
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
24. Present Salary	S	0	0	4	5	4	3	7	26	15	34	49 S
	I	1	1	2	2	2	0	5	4	10	7	17 I
	U	2	0	15	1	5	2	14	25	36	28	64 U
25. Job Advancement	S	0	0	6	4	5	0	9	21	20	25	45 S
	I	1	0	5	1	1	2	2	7	9	10	19 I
	U	2	1	9	3	4	2	13	22	28	28	56 U
26. Pay Advancement	S	0	0	7	5	7	1	11	25	25	31	56 S
	I	1	0	4	1	2	2	4	5	11	8	19 I
	U	2	1	9	2	2	2	10	14	23	19	42 U
27. Pupil Appreciation	S	1	0	5	3	2	3	11	19	19	25	44 S
	I	1	1	10	1	5	2	12	15	28	19	47 I
	U	1	0	4	4	2	1	4	12	11	17	28 U
28. Administrative Appreciation	S	2	0	12	3	7	3	17	34	38	40	78 S
	I	0	1	5	4	4	2	6	10	15	17	32 I
	U	1	0	3	1	0	0	7	9	11	10	21 U
29. Parental Appreciation	S	2	0	12	3	4	3	13	27	31	33	64 S
	I	0	1	3	1	3	2	7	6	13	14	27 I
	U	1	0	5	3	4	0	7	19	13	22	35 U

Key

S = Satisfactory
 I = Indifferent
 U = Unsatisfactory, Burdensome
 - = Indicates highest number

teachers were dissatisfied with their pay and more men teachers thought it sufficient. One reason for this may be that the men teachers involved are mostly in the 1-5 year experience groups while the women teachers involved have over 10 years of experience. Recent State laws require reasonably good starting salaries, even in small towns, but the maximum possible income in many cases is far from lucrative. Thus, the men teachers no doubt felt that they were getting pay commensurate with their experience while the more experienced women teachers did not. Eighteen men and women teachers listed their present salary as the most unsatisfactory item, the largest number of "U's" that any item received. This is significant, because it indicates that those who are dissatisfied with their present pay are very dissatisfied. Some are perhaps thinking of leaving the profession because of the low pay.

Advancement -- A greater number of men and women teachers reacted unfavorably towards their job advancement possibilities than otherwise. The difference, however, was not very great. 47% of the 120 teachers answering checked "dislike" and 38% checked "satisfactory". There was no appreciable difference because of the experience of those answering, but checklist results showed some interesting findings as far as school size was concerned. Teachers in the smaller schools were satisfied with advancement possibilities but

teachers in the larger schools were not. Possibly they felt they had advanced as far as they could barring the very few who could go into administration work.

Responses to item 26 on pay advancement possibilities were almost opposite to those for item 25. Forty-eight percent of the 117 answering this item were satisfied with future pay possibilities and 36 percent were not. Once again, the difference was not conclusively great. Strangely enough, the teachers with the least experience were the least satisfied with possibilities. In general, though, the item appeared to be mostly a matter of individual dissatisfaction or satisfaction, rather than that of any substantial majority.

Demonstrated Appreciation -- It is doubtful whether item 27 is valid enough to receive serious consideration, since it was apparently misunderstood by some and changed by others. Those changing the item deleted the word "No" from the checklist. The results seemed to indicate that the others overlooked the word "no" before "demonstrated pupil appreciation". It is difficult to believe that 37% of the junior high school teachers are happy about receiving no pupil appreciation and only 24% found it a source of dissatisfaction. At any rate, the largest number of the 119 responding to this item, 39% checked "indifferent", so it would not be an important item in this study regardless. All experience group responses were similar to the total figures. Perhaps the comment of one teacher best describes the situation: - "Should we expect any?"

From Administrators -- The majority of men and women teachers alike found satisfaction in demonstrated administrative appreciation, item 28 on Table VI. Of the 131 teachers who answered this item, a full 60% reacted favorably and only 16% reacted unfavorably. Obviously, it is good for teacher morale to have administrators comment favorably on their work. All group responses were similar.

From Parents -- Response to item 29, demonstrated parental appreciation was similar to item 28. The majority of teachers, 55% of them, derived satisfaction from parental recognition, and only 13% disliked it. Original checklist responses showed that the larger the school, the more indifferent teachers were to parental appreciation. There were no important differences from the total reply because of experience groups.

PART IV - SUMMARY

INCOME

I. Satisfying Items

- 27 - Demonstrated pupil appreciation of work
- 28 - Demonstrated administrative appreciation of work
- 29 - Demonstrated parental appreciation of work

II. Burdensome or Dissatisfying Items

- 24 - Present salary

III. Indeterminate Items

- 25 - Job advancement possibilities
- 26 - Pay advancement possibilities

PART V - PROVIDING FOR GROWTH AND DEVELOPMENT

More than anything else, teachers seem to talk about their pupils in their frequent "shop talk" sessions. The writer believes that a single unpleasant incident with one pupil will sometimes color a teacher's attitude for a whole day. Pupils are the end products of our profession. Since no two students are alike, and no two ages have the same development phases, items 30 to 33 were added to the checklist to see just what general types of pupils the teachers liked best to have in their classes. Discipline problems were not mentioned as such but they will be more likely to occur in certain groups, for example, in the "slow-learner" group.

Slow Learner -- Item 30 in Table VII has to do with teaching the slow learner. The majority of junior high school teachers, 51% of the 126 answering this item, were favorable in their attitude towards teaching the slow learner. Twenty-three percent disliked it and the other 26% were indifferent. Men and women teachers alike derived satisfaction from it, the men more so than the women. Responses were similar in each experience group and school size group. Twenty-three teachers had this item checked as their most satisfactory experience, a significant number.

Rapid-Learner -- Responses were even more enthusiastic, as might be expected to item 31 on teaching the rapid learner.

TABLE VII

ATTITUDE TOWARDS PROVIDING FOR GROWTH
AND DEVELOPMENT OF VARIOUS TYPES OF CHILDREN

Item		EXPERIENCE								TOTALS	
		1 Yr.		2-5 Yrs.		6-10 Yrs.		Over 10 Yrs.		Total	
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
30. Teach-	S	2	0	12	3	4	3	13	27	31	33
ing the Slow	I	0	1	3	1	3	2	7	6	13	14
Learner	U	1	0	5	3	4	0	7	19	13	22
31. Teach-	S	2	1	15	7	10	5	28	45	55	58
ing the rap-	I	1	0	3	0	1	0	2	5	7	5
id learner	U	0	0	2	1	0	0	0	2	2	2
32. Teach-	S	2	0	17	7	6	5	24	41	49	53
ing the av-	I	1	1	2	0	2	0	3	4	8	5
erage child	U	0	0	1	1	2	0	2	8	5	9
33. Teach-	S	2	1	15	7	6	5	22	48	45	61
ing the Jr.	I	0	0	3	1	3	0	3	0	9	1
High School	U	1	0	2	0	1	0	3	4	7	4
Age											

Key

S = Satisfactory
I = Indifferent
U = Unsatisfactory, Burdensome
= = Indicates highest number

A total of 88% derived satisfaction from teaching them and only 3% found it a cause of dissatisfaction. Experience or school size made no difference in this favorable attitude. Eleven teachers felt that this was their most satisfactory item.

Average Child -- Results are equally good for item 32, teaching the average child. Of the 129 teachers checking this item, 79% found teaching the average child satisfying. Both men and women teachers were combined in this total. Eleven percent did not like teaching this group, and 10% were indifferent in attitude. Responses were similar in all experience groups and school sizes. Six teachers placed a large "S" next to this item.

Junior High School Age -- Responses to item 33 indicate that there were very few frustrated high school teachers on the junior high school payrolls. 83% of the 127 teachers checking this item derived satisfaction from teaching the junior high school age and only 9% found it a source of discontent. The other 8% were indifferent. Years of experience and size of school did not alter this favorable attitude. This item was one of the three receiving 21 large "S" checks, the largest number given to any item, indicating that it was a most satisfying age to teach.

SUMMARY - PART V

PROVIDING FOR GROWTH AND DEVELOPMENT

I. Satisfying Items

- 30 - Teaching the slow learner
- 31 - Teaching the rapid learner
- 32 - Teaching the average child
- 33 - Teaching the junior high school age

II. Burdensome or Dissatisfying Items

(None)

III. Indeterminate Items

(None)

It is very encouraging to note that most junior high school teachers really enjoy their work. The findings also seem to counter the popular notion that junior high school faculties are made up of frustrated high school teachers and "promoted" elementary teachers.

PART VI - OTHER INFLUENCES AND CONSIDERATIONS

There are a number of other items which can very definitely affect a teacher's outlook and attitude towards his job, that are not properly a part of his classroom work. We are not concerned here with individual problems which might affect a teacher's life that are not connected in any way with his work. They would be too numerous to mention and would be outside the scope of the problem. However, there are some outside influences which merit serious consideration because they are really job-connected. The teacher's relationship to the parents and the community can be pleasant or de-moralizing. The teacher's feeling of accomplishment and contribution to

society affects his efficiency. Leisure time is important to any person. This time is necessary for recreational activities which develop an integrated personality so necessary for those guiding the development of youth. Finally, the desire to be respected by your fellow men is no less strong in teachers than in others. Do teachers feel as one commented, that they are "neither fish nor flesh", or do they feel that they have prestige commensurate with their professional training? This question and the others above were asked of teachers in the checklist to determine if any of the items were major sources of discontent.

Meeting Parents -- Table VIII indicates that the majority of teachers, 67% of the 128 answering, found meeting parents a satisfying experience. Only 6% were dissatisfied with the procedure, the others being indifferent. A difference of 61% is very significant. It shows that on this particular point most teachers were in hearty agreement. Experience group totals were similar to these, except that teachers seemed to be more indifferent in attitude in their earlier years of experience, and reacted more favorably with increased years of experience.

Visiting Homes -- It is interesting to note, however, that although teachers enjoyed meeting parents, they apparently preferred to do so in the school building or elsewhere than in the pupils homes. Response to item thirty-five indicates that a larger number of teachers, 41% of the 104 check-

TABLE VIII

OTHER INFLUENCES AND CONSIDERATIONS

Item		EXPERIENCE								TOTALS		
		1 Yr.		2-5 Yrs.		6-10 Yrs.		Over 10 Yrs.		TOTAL		ALL
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
34.Meeting Parents	S	0	0	10	6	6	4	22	39	38	50	88 S
	I	1	3	9	2	0	1	7	10	19	13	32 I
	U	0	0	1	0	4	0	1	2	6	2	8 U
35.Visiting Homes	S	0	0	8	4	0	2	9	7	17	13	30 S
	I	1	1	7	1	2	0	7	12	17	14	31 I
	U	2	0	4	1	7	1	11	17	24	19	43 U
36.Parent- Teacher Con- ference	S	1	0	9	2	4	4	13	19	27	25	52 S
	I	1	1	4	2	3	0	9	15	17	18	35 I
	U	1	0	4	1	3	0	6	11	14	12	26 U
37. P.T.A. etc. mem- bership	S	1	0	9	3	3	1	13	21	26	24	50 S
	I	2	1	5	4	3	2	14	14	24	21	45 I
	U	0	0	4	0	5	1	12	13	21	14	35 U
38.Service Organiza- tion Member- ship	S	2	0	10	5	5	0	7	19	24	24	48 S
	I	1	1	7	2	4	2	11	19	23	24	47 I
	U	0	0	2	0	2	2	7	12	6	14	20 U
39.Living up to Comm- unity Expec- tations	S	2	0	7	2	3	2	11	27	23	31	54 S
	I	1	0	9	3	5	2	13	12	28	17	45 I
	U	0	1	2	3	3	0	4	12	9	16	25 U
40.Length of Leisure Time	S	3	0	12	4	7	2	16	37	38	43	81 S
	I	0	0	4	0	1	0	6	3	11	3	14 I
	U	0	1	3	3	3	2	5	12	11	18	29 U
41.Social Standing	S	0	0	9	5	4	4	18	39	31	48	79 S
	I	3	0	10	3	1	1	7	10	21	14	35 I
	U	0	1	0	0	4	0	1	4	5	5	10 U
42.Contrib- ution to Society	S	1	0	16	7	8	4	24	41	49	52	101 S
	I	2	1	4	1	1	1	1	2	8	4	12 I
	U	0	0	0	0	2	0	1	2	3	2	5 U

Key

S = Satisfactory
 I = Indifferent
 U = Unsatisfactory, Burdensome
 - = Indicates highest number

ing this item, preferred not to visit homes. Only 29% enjoyed it.

Many teachers left this item blank, or wrote in that they were not allowed to visit homes. The percentage of men teachers disliking the idea was exactly the same as the percentage of women teachers, 41%. In the earlier years of experience, however, more teachers enjoyed it than otherwise. Apparently, visiting homes is one of those duties that become less attractive with constant repetition.

Parent-Teacher Conferences -- Despite the fact that teachers did not like the idea of visiting homes, they did seem to feel that parent-teacher conferences were valuable. Forty-six percent of the 113 answering derived satisfaction from these meetings. Twenty-three percent disliked them, and a large percentage, 31% were indifferent. Responses were similar, despite years of experience. A check of the results from the original checklists showed no appreciable difference because of the size of the school. A good number of teachers endorsed the idea of parent-teacher conferences.

School-Community Life -- Total responses to item thirty-seven did not show any very clear cut group preferences. Of the 130 checking this item, 38% were derived satisfaction from membership in the P.T.A, or related organizations. 35% were indifferent and 27% disliked them. A greater number did enjoy their school community life than otherwise, however. It is a good indication that if teachers are not indifferent

to activities of this type, then they favor them. Men and women teachers responses were similar, regardless of the size of the school.

Service Organizations -- The results of answers to item thirty-eight were very much like those to item thirty-seven. Those who were not indifferent in attitude towards joining service organizations favored them. 42% derived satisfaction from Grange or related organizations membership, and 41% were indifferent. Only 17% disliked joining this type of organization. This speaks well for the teaching profession. Men teachers favored them slightly in the early years of experience apparently wears off with added experience, however, and changes to indifference after ten years of service especially in the larger schools.

Community Expectations -- Living up to community expectations, item thirty-nine, most of us feel to be the duty of the teacher. By the very nature of their work, teachers are in the public eye, and are, to a certain extent, models of behavior. At least, if their public behavior is not good, it will scandalize their pupils. In some communities, though, the expectations from a teacher are rather rigid and demanding. Item thirty-nine was added to see if this was a major source of discontent to junior high school teachers. Apparently, it is not. In fact 44% of the 124 teachers checking this item enjoyed being models of behavior and public service. Thirty-six percent were indifferent about it, but only 20%

were dissatisfied with their lot. These findings are encouraging since it indicates that teaching has drawn only one in five who are not willing to live up to ideals set for them by the profession, and perhaps some of these live in communities where expectations are unreasonable. In all experience groups except the first, men teachers tended to be indifferent to the item. In their first ten years of service the women teachers were also. Women teachers with over ten years of experience favored living up to the expectations of their area. Checking original results revealed that a larger number of teachers in schools with 20-30 teachers and 40-50 teachers found satisfaction in the item than do the teachers in the other schools.

Leisure Time -- Item forty on the checklist, the length of leisure time, brought some interesting results. There were 69% of the 124 who answered that found the length of their leisure time satisfactory. Only 23% were dissatisfied with it. Among these cases the feeling seemed to be that "there's never enough time". The largest number of men and women teachers, regardless of years of experience, checked "satisfactory", the men more so than the women. One might expect that teachers in the smaller schools, particularly, would feel that they did not have enough free time. A check of original results showed that this was not the case. They appeared to be as satisfied with the length of their free time as the teachers in the larger schools. Four teachers checked this item as the most satisfactory one. This number was not large enough

to be significant, but it was more than most other items received.

Social Standing -- Despite the comment by one teacher concerning social standing that teachers are "neither fish nor flesh", a very large number of teachers seem perfectly happy about their place in the community and very few found it a source of unhappiness. Of the 124 teachers who answered item forty-one, 64% were satisfied with their place in society and only 8% were not. The remaining 18% were indifferent. Apparently, however, social prestige comes only with years of experience. If you follow item forty-one from left to right on Table VIII you will see that early indifference and discontent over social position develops into satisfaction after the ten year mark has been reached. Similar conclusions can be made concerning size of the schools in each group.

Contribution to Society -- Response to item forty-two was very enthusiastic. Eighty-five percent of the teachers, the majority of both men and women teachers felt that teaching was a good means of contributing to society. Sixteen teachers listed this as their most satisfying item. Teachers obviously feel, as they rightly should, that their work is important. A scant 3% of the 117 answering this item were dissatisfied concerning their contribution to society through teaching, 10% of the teachers were indifferent. This was also a very low percentage for the "indifferent" column. Teachers in all experience groups except the first reacted

favorably. The latter were more indifferent than anything else. Apparently the sense of service grows in teachers as they mature in the profession. No variations occurred in the totals because of school size.

SUMMARY - PART VI

OTHER INFLUENCES AND CONSIDERATIONS

I. Satisfactory Items

- 34 - Meeting parents
- 36 - Parent-teacher conferences
- 38 - Joining service organizations (such as the Grange)
- 39 - Living up to community expectations of teachers
- 40 - Length of leisure time
- 41 - Social standing
- 42 - Teaching as a means of contributing to society

II. Burdensome or Dissatisfying Items

(None)

III. Indeterminate Items

- 35 - Visiting Homes
- 37 - Membership in school-community organizations, such as the P.T.A.

CHAPTER IV

SUMMARY AND CONCLUSIONS

CHAPTER IV

SUMMARY AND CONCLUSIONS

The majority of junior high school teachers returning checklists, 64% had over ten years of teaching experience, and there was a very small percentage, 3%, who had only one year of experience. Thus, any job dissatisfaction reported by a large number of subjects was not the rash opinion of novices, but the considered judgement of qualified personnel, and therefore merits attention.

Returns also seemed to indicate that, in most cases, the size of the school had little effect on the attitudes of the teachers, but added years of experience brought greater job satisfaction. This is the same conclusion reached by Chase.¹

Non-teaching duties appeared to be more unpopular than teaching duties. This is, of course, understandable. Generally speaking, junior high school teachers seemed to be fairly well satisfied with their lot, with the exception of items listed in section I of this summary. The use of the word "indifferent" in these findings is not referring to the conscientiousness of the teacher, but rather to the satisfaction which he derives from various duties.

Section I - Satisfying Duties -- The following items have been checked as "satisfying" by a greater number of teach-

(1) Chase, "Factors for Satisfaction in Teaching" Phi Delta Kappan Vol. XXXIII, Nov. 1951, pp. 127-132.

ers than otherwise. These are the items that make teaching in the junior high school an enjoyable occupation, and therefore very important. These findings should be of value to administrators, because they need have little fear of reaction in assigning related duties to teachers. They should also be of value to beginning teachers and guidance counselors, who want to know what the advantages of teaching junior high school are. Findings seem to indicate that teachers are satisfied with a good many items that affect their attitudes.

II - Satisfying Items

Item no.	Item
1	Lesson planning
8	Controlling room temperature
9	Controlling lighting
10	Controlling ventilation
16	Teaching only one subject
18	Serving on curriculum committees
19	Working hours in a school day
27	Demonstrated pupil appreciation
28	Demonstrated administrative appreciation
29	Demonstrated parental appreciation
30	Teaching the slow learner
31	Teaching the rapid learner
32	Teaching the average child
33	Teaching the junior high school age
34	Meeting parents
36	Parent-teacher conferences

- 38 Joining service organizations
- 39 Living up to community expectations of teachers
- 40 Length of leisure time
- 41 Social standing
- 42 Teaching as a means of contributing to society

Section II - Burdensome or Dissatisfying Items -- In this section findings are reported that represent the chief aim of this study. They are the items found bothersome or annoying by a large percentage of teachers and are, therefore, the items on which the profession should focus attention in an attempt to remove their unpleasant aspects. It is heartening to note that there are not too many that fall into this category, but those that do are real sources of professional unhappiness to a large number of teachers and, therefore, require corrective action.

II - Burdensome or Dissatisfying Items

Item no.	Item
6	Making collections
7	Writing permission slips
11	Supervising corridors
12	Supervising recess periods
13	Supervising lunchroom
14	Supervising pupil detention
21	Sponsoring activities after school hours
22	Sponsoring extra-curricular activities on Saturday

23 Sponsoring extra-curricular activities requiring travel

24 Present salary

Making Collections -- The majority of junior high school teachers found making collections a burdensome task. Only a small percentage enjoyed it. Collection duties that fall to the teacher are many and varied. There are collections for relief organizations, for medical research, for trips, class pictures, and book club orders, and there are tickets to be sold for lunches, socials, and athletic events. Not every junior high school teacher is assigned all of these collections, but most teachers would obviously be more satisfied if they had fewer duties of a money-changing nature. It is questionable that the teacher's time is even being economically employed in such activities. An office clerk employed to take care of these matters might actually save the town money, since her salary would not be as high as a teacher's. The administrators could see to it that needless collections were done away with, and the teachers themselves can remove much of the burden by delegating responsibility to reliable pupils.

Writing Permission Slips -- Junior high school teachers are apparently irritated by the necessity of interrupting class activity to write out permission slips for students. It can constitute a serious break in the train of thought. On the other hand, permission slips seem to be of value, particularly at the junior high school age. The principal has a convenient way of checking on the whereabouts of the students for

whom he is responsible during the school day. Perhaps, at least, the job of making out the permission slips would be made easier if printed forms were made available to the teachers. Another alternative, and perhaps a better one, is the "sign-out" sheet. It can be left on the table in the front of the room and the teacher need not interrupt the class if a pupil wishes to leave the room. The principal can check on the whereabouts of the students from the "destination" column on the paper.

Corridor, Recess, and Lunchroom Duty -- Teachers apparently enjoy teaching duties much more than supervisory duties. Most of the women teachers who answered disliked corridor, recess and lunchroom duty. The men teachers were indifferent to these items, but few of either enjoyed them. Administrators might benefit staff morale by assigning these duties to men teachers wherever possible, provided that an equitable distribution of other duties is made so that hard feelings are not engendered.

Detention Duty -- Very few men teachers and even fewer women teachers enjoyed supervising detention periods. Most women teachers disliked it, while the majority of men teachers were divided among those disliking it and those indifferent in attitudes. This item is obviously an unpopular one, and one that should perhaps be discussed at length in teachers' meetings to arrive at the best possible arrangement. One method that

has some merit is to have a regular detention classroom with a different teacher assigned to it each night. Then a teacher would only have to supervise detention once every two or three weeks instead of perhaps several times a week. A teacher who has difficulty with a student during the day will also have difficulty with him after school, and the encounter is apt to be more wearying to the teacher than to the student. The ideal, of course, is to have no detention classes at all, but a second choice is to have regular detention class. However, that system would not work if one or two teachers used it to remedy poor classroom control.

Extra-Curricular Activities -- More teachers found sponsoring extra-curricular activities after school hours a burden than otherwise. Teachers apparently feel that they need this time for lesson planning, correcting papers, and professional improvement. Undoubtedly some also prefer to reserve after-school hours for leisure time. More teachers enjoy in-school activities than do not, however, so the solution to the problem is obvious. Whenever possible, activities should be included in the regular daily schedule. Otherwise, hardship is worked on the students as well, particularly the bus pupils.

Very few teachers liked to sponsor activities on Saturday. There were 73% who disliked it and only 8% who liked it. Teachers rightfully feel that Saturday activities are an imposition on their leisure and recreation time. It was the opinion

of some teachers that there was not enough leisure time in the school day. They need and want their week-ends free for recreational activities, and the writer believes that they will be better teachers for it. Furthermore, it is questionable whether student response would be very enthusiastic over school activities held on Saturdays. Perhaps in Saturday activities lies a further danger of too much regimentation in the life of the pupils. At any rate, it would seem that administrators should consider all the other possibilities before using Saturday as a day for school activities.

More teachers disliked sponsoring extra-curricular activities requiring travel than enjoyed it, except those in the two to five year experience group, who did like them. Teachers who have more experience no doubt have more outside interests and family responsibilities than new teachers, and therefore cannot spare the extra time required to travel with students in connection with school activities. Also, the activities requiring travel would most likely be of an athletic nature, and therefore of sustaining interests mostly to coaches and trainers. Concerning this item, administrators might be wise to consult teachers for preferences, which they should do in any case if they expect spontaneity of sponsorship.

Present Salary -- The worst offender in this section, judging from the large "U" responses, is the low salary of the teachers. The majority of male junior high school teachers and a considerable number of women teachers were dissatisfied

with their salary. More teachers checked this as their most unsatisfactory item than checked any other. This is a factor that is listed in many texts and periodicals as a deterrent to good teaching and to encouraging good candidates to enter the profession. Studies by Chase², Norton³, and Kandel⁴, emphasize the need for salary improvement. A teacher with financial worries is naturally not giving full attention to his work, nor is a teacher who must devote some of his time to other employment during the school year in order to support himself and his family. Much is being done in this direction by the Massachusetts Teacher's Federation and the National Education Association, but the goal is yet to be reached.

Section III - Indeterminate Items -- The following items are considered of little value to this study either (a) because of the large number of "indifferent" responses, or (b) because of near-even responses in the "satisfying" and "Burdensome" columns. The items under (b) are still of some worth because large minorities were either satisfied or dissatisfied with them, but, by and large, the findings in this section are not conclusive enough to merit serious consideration.

(2) Chase, *ibid.*

(3) Norton, James, "Teacher Motives and Satisfaction" Clark University, 1949.

(4) Kandel, "Quality of Education and the Status of the Teacher" School and Society Vol. LXVII, May 27, 1948, pp. 381-382.

III - Indeterminate Items

A. More Indifferent Responses

Item No.	Item
4	Making out report cards
5	Keeping an attendance register

B. Near-even Satisfying, Burdensome Responses

2	Correcting papers
3	Averaging marks
15	Supervising socials and assemblies
17	Teaching several subjects
20	Sponsoring extra-curricular activities during the school day
25	Job advancement possibilities
26	Pay advancement possibilities
35	Visiting homes

Section IV - Large "S" and "U" Responses -- In addition to the checks in the three columns of the checklist, teachers were asked to write a large "S" before the item from which they derived the most satisfaction, and a large "U" before the item from which they derived the least satisfaction or found the most burdensome. It should be noted here that some teachers did not write in any "S" or "U", while a few placed an "S" or "U" before more than one item.

The heavily checked items on Table IX on the following page should be considered carefully by teachers and administrators because they represent items concerning which teachers react strongly.

Table IX indicates that the large "S" responses tended to be concentrated on a few items. These were: teaching one subject, teaching the slow learner, teaching the rapid learner, teaching the junior high school age, and teaching as a means of contributing to society. Obviously, junior high school teachers enjoy teaching, as such. It seems to be the extra-teaching duties that individual teachers found annoying, as is indicated by the wide distribution of the large "U" responses.

Only Item 24, concerning present salary, received enough "U" responses to be significant as a cause of widespread dissatisfaction.

TABLE IX
LARGE "S" AND "U" RESPONSES

Items	"S"	"U"	Items	"S"	"U"
1. Lesson Planning	2	4	4. Marking Reports	-	3
2. Correcting Papers	1	6	5. Keeping Register	-	3
3. Averaging Marks	-	5	6. Making Collections	-	6

TABLE IX (continued)

LARGE "S" AND "U" RESPONSES

Items	"S"	"U"	Items	"S"	"U"
7. Permission Slips	-	3	17. Teaching Several Subjects	3	1
8. Controlling Temperature	-	-	18. Curriculum Committees	1	2
9. Controlling Lighting	-	-	19. Working Hours	1	1
10. Controlling Ventilation	-	-	20. In-school Activities	-	4
11. Corridor Supervision	-	4	21. After-school Activities	1	4
12. Recess Supervision	-	4	22. Saturday Activities	1	3
13. Lunchroom Supervision	-	6	23. Activities Requiring Travel	1	2
14. Detention Supervision	-	3	24. Present Salary	1	18
15. Supervising Assemblies	-	3	25. Job Advancement	-	4
16. Teaching One Subject	16	2	26. Pay Advancement	-	4

TABLE IX (continued)
LARGE "S" AND "U" RESPONSES

Items	"S"	"U"	Items	"S"	"U"
27. Pupil Appreciation	8	2	35. Visiting Homes	-	1
28. Administrative Appreciation	2	1	36. Parent-Teacher Conferences	-	-
29. Parental Appreciation	2	1	37. P.T.A. Membership	-	5
30. Teaching Slow Learners	12	8	38. Living Up To Community Expectations	1	1
31. Teaching Rapid Learners	15	-	39. Leisure Time Length	4	5
32. Teaching Average Child	8	-	40. Social Standing	1	2
33. Teaching Junior High Age	20	-	41. Contribution to Society by Teaching	13	1
34. Meeting Parents	-	-			

Conclusion -- Junior high school teachers in Massachusetts appear to consider the following as areas of dissatisfaction: their present salary, making collections, writing permission

slips, supervising corridor, recess, lunchroom, and detention duty; supervising extra-curricular activities that meet after school hours, on Saturdays and those requiring travel.

Comments on Study -- The comparatively low percentage of response necessarily weakens the reliability of the conclusions of this study. They should be considered as suggestions and indications rather than as iron-clad conclusions. The writer does feel, however, that the study is of some value because of the type of response given by those who did return the checklists. They seem to indicate that the items covered definitely affect a large number of junior high school teachers, and there is good reason to suppose that those who did not return the checklists are similarly affected, since the size of the school caused little variation in response.

There are also weaknesses inherent in the questionnaire method itself. Items may be misunderstood, sampling may be atypical, disinterested persons are required to spend time in answering, the "halo effect" may be present, and the subjects may not wish to have their unfavorable views recorded. The writer felt, however, that the questionnaire method was the best for this study because of the larger number of teachers that could be reached, so the following precautions were taken to insure validity. A representative portion of schools was selected to have the response typical, a letter accompanied each questionnaire explaining the nature and purpose of the study, a letter was sent to each principal to obtain permission

to distribute the questionnaires, items were carefully written to avoid ambiguity, and checklist form was provided to make the teacher's part as easy as possible. Despite these precautions, possibility of error is still present, so that the reader must understand that the chief value of this study is as a survey of the field rather than as a statistical document.

APPENDIX

CHECKLIST AND ACCOMPANYING LETTER

To the teacher:

The checklist below has been devised in an attempt to discover, from select representative group, the reactions of junior high school teachers to certain phases of their work. The information requested will be treated as confidential, and there will be no attempt to rate individual teachers or schools.

The purpose of the study is to get a composite picture of junior high school teachers' attitudes, in the hope that they will point out to administrators and teachers alike the areas where improvement is needed. Any comments or questions will be sincerely appreciated. Without your help this study cannot be a success.

Will you first fill in the blanks preceding the checklist? This information is called for only to classify results.

UNIVERSITY OF MASSACHUSETTS

A Check List Designed to Procure Information Concerning the Reactions of Junior High School Teachers to Certain Phases of Their Work.

Town _____ Male _____ Female _____
Teaching Experience 1 yr. _____; 2 to 5 yrs. _____; 5 to 10 yrs. _____
over 10 yrs. _____.

Will you kindly check to the right of each item according to the following scale:

I - Check in the first column if the item is something you like, and find satisfying and rewarding.

II - Check in the second column if the item is something that you are indifferent to, something that you have no feeling for, one way or the other.

III - Check in the third column if the item is sometimes burdensome, bothersome, or annoying to you.

	I	II	III
Part I - <u>Routine Duties</u>	Satisfying	Indifferent	Sometimes Burdensome Dislike
1. Making out lesson plans			
2. Correcting papers			
3. Averaging marks			
4. Making out report cards			
5. Keeping attendance register			
6. Making collections			
7. Writing permission slips for students			
Part II - <u>Responsibility for Controlling Environment.</u>			
8. Controlling Room temperature			
9. Controlling room lighting			
10. Controlling room ventilation			
Part III - <u>Non-Teaching Supervisory</u>			
11. Performing corridor duty			
12. Performing recess duty			
13. Performing lunch-room duty			
14. Performing detention duty			
15. Supervising socials, assemblies, etc.			

Part IV. <u>Teaching Load</u>	Satisfying	Indifferent	Sometimes Burdensome Dislike
16. Teaching only one subject			
17. Teaching several subjects			
18. Serving on curriculum committees			
19. The working hours in a school day			
20. Sponsoring extra-curricular activities during school hours			
21. Sponsoring extra-curricular activities after school hours			
22. Sponsoring extra-curricular activities on Saturdays			
23. Sponsoring extra-curricular activities requiring travel			
Part V. <u>Financial and Psychic Income</u>			
24. Your present salary			
25. Your job advancement possibilities			
26. Your pay advancement possibilities			
27. No demonstrated pupil appreciation of your work			
28. Demonstrated administrative appreciation			
29. Demonstrated parental appreciation of your work			
Part VI. <u>Providing for Growth and Development</u>			
30. Teaching the slow learner			

	Satisfying	Indifferent	Sometimes Burdensome Dislike
31. Teaching the rapid learner			
32. Teaching the average child			
33. Teaching the junior high school age			
Part VII - <u>Parents</u>			
34. Meeting parents			
35. Visiting homes			
36. Participating in parent-teacher conferences			
Part VIII <u>The Community</u>			
37. Taking part in school-community life (PTA, etc.)			
38. Joining (service organizations - Grange, etc.)			
39. Living up to community expectations of teachers			
Part IX <u>Miscellaneous</u>			
40. Length of leisure time			
41. Your social standing			
42. Teaching as a means of contributing to society			

WILL YOU PLEASE WRITE A LARGE "S" BEFORE THE ITEM FROM WHICH YOU DERIVE THE MOST SATISFACTION AND A LARGE "U" BEFORE THE ITEM FROM WHICH YOU DERIVE THE LEAST SATISFACTION. THANK YOU FOR YOUR CO-OPERATION.

Kindly mail your reply before school closes to

Ralph A. Leonard
85 Boyce Street
Auburn, Massachusetts

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Approved by:

Albert W. Purvis

(Problem Committee)

Date May, 1954



